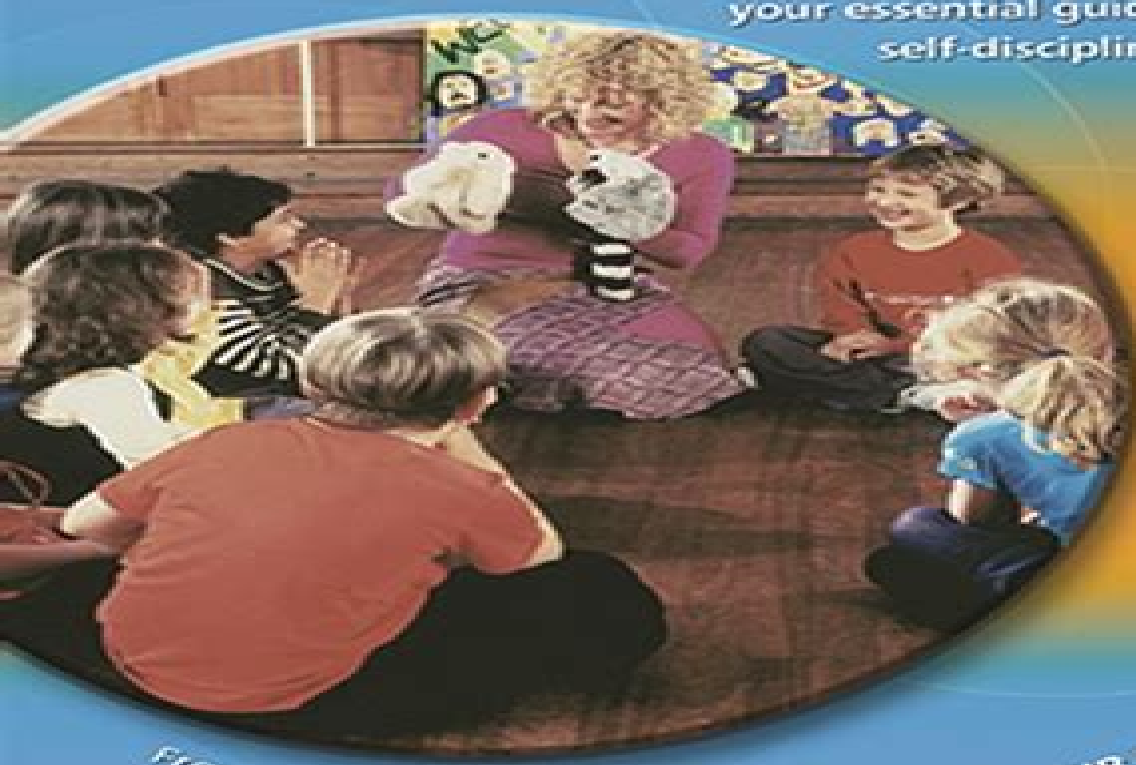


Quality Circle Time

in the Primary Classroom

your essential guide to enhancing self-esteem,
self-discipline and positive relationships



JENNY MOSLEY

From the author of the bestselling **TURN YOUR SCHOOL ROUND**

LDA

Quality Circle Time In The Primary Clabroom

Patrice Baldwin



Quality Circle Time In The Primary Clabroom:

Education for Diversity and Mutual Understanding Norman Richardson, Tony Gallagher, 2011 Rethinking education has never been more important While there are many examples of good innovative practice in teaching and learning at all levels the conventional education mindset has proved largely resistant to pedagogic or systemic change remaining preoccupied with the delivery of standardised packages in a standardised fashion relatively unresponsive to the diversity of learners experiences This series re examines perennial major issues in education and opens up new ones **Quality Circle Time in the Secondary School** Jenny Mosley, Marilyn Tew, 2014-03-05 First Published in 2000 Routledge is an imprint of Taylor Francis an informa company The RoutledgeFalmer Guide to Key Debates in Education Dennis Hayes, 2005-09-29 Debating is out of fashion No one raises the question of what has gone wrong when the entire political project of a society is seemingly reduced to education education education The aim of this lively and challenging book is to provide the stimulus for further thinking about key educational issues by exposing and explaining the assumptions behind this obsession Over forty contributors all experts in their fields have written short accessible informed and lively articles for students teachers and others involved in education They address broad questions that are central to any understanding of what is really going on in the education system Topics covered include the new relationship of the state to education the changed nature of schools whether teachers are afraid to teach the problems with circle time anti bullying strategies citizenship education and multiple intelligences the retreat from truth and the demise of theory in teacher training and much more Everyone learning to teach in primary and secondary schools and further education colleges will find this book relevant to their programmes In particular the book would be useful for students on Education Studies courses **Quality Circle Time in the Primary Classroom** Jenny Mosley, 1996-01 Circle time is an approach to school management which helps teachers to initiate their own school policy on self esteem and positive behaviour This book is a practical guide for the primary classroom contains teachers notes as well as circle time activities *Promoting Emotional Education* Carmel Cefai, Paul Cooper, 2009 This book suggests adopting educational practices which encourage feelings of emotional security promote trusting and supportive relationships and reflect students views and feelings essential qualities for healthy personal and social development in children and young people **40+ 'Drama' Strategies to Deepen Whole Class Learning** Patrice Baldwin, 2024-04-09 Drama strategies are great teaching tools that can easily become part of every teacher s toolbox 40 Drama Strategies to Deepen Whole Class Learning is a practical handbook for teachers of any subject It can help teachers to confidently incorporate drama strategies within their lessons This book provides step by step instructions on setting up and effectively using strategies to make lessons more interactive inclusive engaging enjoyable and memorable whilst acknowledging the benefits of each and demonstrating how they may be applied within different subjects Divided into two distinct parts this essential guide unpacks topics including the following An introduction to using drama strategies to support teaching and

learning Using the strategies within the classroom as thought and talk frames Supporting and improving writing through application of the strategies Creating exploring and embodying images through the strategies A guide to each of the 40 strategies Applicable to both primary and secondary teaching across all subjects in the curriculum this book is an essential resource for any teacher looking to engage their pupils through incorporating drama teaching and learning strategies within their lessons

Strategies to Promote Inclusive Practice Richard Rose,Christina Tilstone,2003-08-29 This book considers current issues in the development of policies to promote inclusive education for pupils with special educational needs By examining issues from the perspective of individual pupils schools and local education authorities it raises critical commentary on the ways forward for a co ordinated approach to inclusion Strategies to Promote Inclusive Practice draws upon the experience and expertise of teachers policy makers and researchers who explore the many factors which need to be addressed in the development of a more inclusive education system The authors explore the link between theoretical perspectives and the production of policy as well as the potential for translating this into good classroom practice They provide examples of approaches which have proved successful in enabling pupils to become better equipped to address the needs of a wide range of pupils In considering the impact of recent policy legislation and research the authors suggest that several models of inclusion may be necessary in order to become an inclusive education system This book will be of interest to students teachers policy makers and researchers who are concerned to advance the debate on inclusion towards a more pragmatic approach to providing for all pupils with special needs It is a companion text to Promoting Inclusive Practice edited by Christine Tilstone Lani Florian and Richard Rose RoutledgeFalmer 1998 which was the joint winner of the 1999 TES NASEN Academic Book Award

Time to Listen to Children Birgit Carolin,Pat Milner,2002-01-04 Time to Listen to Children is a practical guide to effective communication with children Professionals working with children in a variety of settings examine the skills required to help children articulate their problems and feelings They discuss issues such as training cultural background and religion and give accounts of their work in the following settings education social services voluntary organizations medical settings law Contributors practice a variety of therapeutic techniques including play music and art therapy Time to Listen to Children will be a valuable resource for social workers teachers and counsellors in training and for all professionals who wish to adopt a skilled reflective and active approach to their work with children

Teaching Social Behaviour David Warden,Donald Christie,2013-11-26 First Published in 1998 This book is about the development of children s social behaviour about their abilities to engage in social interactions and to form social relationships More specifically it is about the development of good and bad or prosocial and antisocial behaviours Its aim is to contribute to children s social education by providing teachers with a set of classroom tasks and activities which will foster children s prosocial behaviour by encouraging them on a regular basis to discuss interpersonal feelings and behaviours and to consider the feelings and points of view of other children

Enhancing Practice through Classroom Research Caitriona

McDonagh, Mary Roche, Bernie Sullivan, Máirín Glenn, 2013-06-17 Enhancing Practice through Classroom Research is an accessible introduction to understanding and improving teaching and learning through a process of reflection research and action Written by teachers for teachers it offers a straightforward guide to classroom research and considers issues central to effective professional development Including questions for reflection and illustrated with case studies and vignettes of the authors own experiences of undertaking classroom research it offers a step by step guide to beginning your own research identifying an area of professional concern or interest articulating your own educational values developing a better understanding of your practice thinking critically about educational practices depicting practice as it is and as it evolves finding a research methodology providing evidence of improved practice developing theory from practice Acknowledging the busy nature of classroom teaching and focussing on personalising professional development this friendly sensible text offers support and guidance for all student and practising teachers interested in research either for your own professional development or to pursue postgraduate studies in your area of interest *The Spirit of the School* Julian Stern, 2011-11-03 Recent interest in personalized learning and the issues raised by Every Child Matters have led to renewed enthusiasm for the more personal and holistic aspects of schooling This fascinating monograph draws on empirical evidence from schools across the world to answer key questions such as What is the spirit of the school How does it differ from school ethos What can teachers and pupils do to contribute to the spirit of the school Drawing heavily on research into learning theories from the social constructivist tradition community from the philosophy of John Macmurray and dialogue from the philosophy of Martin Buber Julian Stern s unique and illuminating book will stimulate fresh thinking about spiritual education [The Effective Teacher's Guide to Behavioural, Emotional and Social Difficulties](#) Michael Farrell, 2006 Teaching and supporting pupils with emotional social and behavioral difficulties is arguably the most challenging aspect of teaching in today s classroom The Effective Teachers Guide to Behavioural Emotional and Social Difficulties provides busy teachers with an easily digestible yet thorough overview of the basic theories surrounding behavior The book also looks at the range of strategies that can be used in the classroom and how their effectiveness can be assessed The range of different strategies presented and explained include Cognitive approach Systems based approach Behavioral approach Psychodynamic approach Also included is a chapter devoted to supporting pupils with Attention Deficit Hyperactivity Disorder The chapter contains new information on identifying and assessing the condition and suggests effective intervention strategies such as developing self esteem and interpersonal skills Highly accessible and authoritative and taking into account the very latest developments in the field of Special Educational Needs this book will prove invaluable reading for the busy practitioner eager to develop their knowledge and understanding **Creating Gender-Fair Schools & Classrooms** Lynn Raphael Reed, Tina Rae, 2007-03-18 Includes CD Rom For many teachers gender issues related to role models image and expectations have an effect upon the behaviour and achievement of both boys and girls often to their disadvantage This innovative and practical resource for teachers of

students aged 5-13 provides a programme to promote gender equality and inclusivity in schools and colleges a rationale for the programme based on social justice a practical set of classroom activities to implement the programme The book combines the talents and commitment of two leading authors to provide an action inquiry methodology engaging students and staff in the processes of investigating what is currently happening and planning implementing and reviewing improvements This contributes to the development of the school as a self-evaluating organisation which listens to the voice of the child The programme supports teachers and other school staff in developing as reflective practitioners and children and young people in developing as reflective learners It can also be used to engage schools and colleges in joining the UNICEF Rights Respecting programme which is demonstrating positive results A real strength of the resource is the inclusion of practical activities that have been carefully designed for pupils These are excellent and lend themselves for use in a variety of ways This is a thoroughly recommended resource SENCO Update

Understanding Children's Behaviour: 0-11 Years

Jennie Lindon, 2013-07-12 Praise for the first edition This is a great practical textbook which provides an in-depth exploration of behaviour in a very comprehensive and clear structure The book is rich in resources ideas planning and specialised materials related directly to meaningful theory A wonderful guide for young inexperienced students as well as experienced practitioners Dr Eleni Kanira Senior Lecturer in Early Childhood Birmingham City University This book will provide you with a blend of practical ideas and underpinning theory about how children learn patterns of behaving This book will enable you to consider realistic expectations for different age groups the likely perspectives of children and will guide you to deal with children whose behaviour is experienced as challenging Understanding Children's Behaviour highlights the importance of sustained personal relationships with children and of effective partnership between the adults in their life Discussion of both theory and practice focuses on the practitioner's role in supporting the development of pro-social behaviour This book is part of Jennie Lindon's series Linking Theory and Practice series The established approach provides accessible descriptions of relevant theory and research yet links this information closely to best practice with children and their families The content and style of the series has been developed to support students on Early Childhood degree programmes Early Years Foundation Degree courses practitioners working towards Early Years Professional Status and also experienced senior practitioners extending their professional development and that of their team

The Social Play Record Chris White, 2006

This is a practical resource for assessing and developing social play in children with autistic spectrum disorders or difficulties with social interaction It is suitable for assessing children of all learning abilities and stages of development from early infancy to adolescence and includes photocopyable assessment and intervention materials

Teaching and Learning in Diverse and Inclusive Classrooms

Gill Richards, Felicity Armstrong, 2010-10-18 How can you develop effective teaching strategies so that all the children in your classroom are included in meaningful and enriching learning experiences What can you do to help young people from diverse backgrounds achieve their full potential Addressing the wide variety of issues of

diversity and inclusion routinely encountered in today's classrooms this comprehensive text provides both a theoretical background and practical strategies Chapters from leading figures on inclusive education present and analyse the latest debates research studies and current initiatives including considerations for teaching and learning and concluding with key questions for reflection and additional resources Moving beyond simple theory about diversity to what this means for real teachers practice the contributions focus on issues relating to values and professional practice for teachers emphasising inclusive approaches and the importance of understanding the perspectives of learners Topics discussed include understanding inclusive education ethnic and cultural diversity challenging behaviour bullying gender identity and sexuality gifted and talented learners traveller children special educational needs collaborative working in schools the perspective of parents Designed to stimulate and strengthen teachers professional understanding the book also reflects on legislative duties personal values and the importance of listening to the voice of individuals who experience disadvantage in educational settings Teaching and Learning in Diverse and Inclusive Classrooms is a key resource for teachers supporting their learning throughout their initial training and early professional development It will also be of interest to more experienced teachers interested in diversity and inclusion particularly those mentoring NQTs through their induction and Masters level studies

The Therapy of Education P. Standish, P. Smeyers, R. Smith, 2006-12-06 The idea of education as therapy goes back to ancient times Today it is understood that the role of the teacher comprises aspects of therapy directed towards the child But to what extent should this relationship be developed and what are its concomitant responsibilities This book offers a challenging philosophical approach to these issues

Thinking Through Teaching Susan Hart, 2013-12-19 This work offers a challenging approach to enhancing children's learning through a process of reflective analysis called innovative thinking Using practical examples drawn from a variety of learning contexts the author provides a framework for reviewing and reflecting on classroom experience focusing particularly on those aspects of teaching and learning that are surprising puzzling or worrying outlines a series of steps that should help teachers generate new ideas and practical strategies to guide the development of their work offers an approach which emphasizes strategies that can be incorporated into teachers work with the whole class and to the potential benefit of all children and illustrates how innovative thinking can assist teachers in enhancing the learning and inclusion of individual children whose classroom responses give cause for concern

Creating Circles of Friends: A peer support and inclusion workbook Colin Newton, Derek Wilson, 2005

Behaviour for Learning Simon Ellis, Janet Tod, 2013-12-19 Behaviour for Learning offers teachers a clear conceptual framework for making sense of the many behaviour management strategies on offer allowing them to make a critical assessment about their appropriateness and effectiveness in the classroom Teachers need to be asking themselves the question How can I improve a child's learning rather than How can I get them to behave The authors present a unique focus on the relationships which underpin learning placing an emphasis on the development of learning behaviours and endorses OFSTED's view that it is

essential to evaluate the efficacy of behaviour management against progress in learning Essentially this book will help teachers decide what strategy is best for individuals in their classroom be aware of the evidence theoretical base that underpins that strategy use be able to evaluate the effectiveness of that strategy Located within emerging agendas for improved individual holistic outcomes and increased partnership working this book seeks to synthesise the practical with the theoretical Authoritative and timely Behaviour for Learning is compelling reading for all trainees and practicing teachers CPD coordinators and other professionals working with challenging pupils

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